

Alexandria City Public Schools

## TEACHER WALK-THROUGH OBSERVATION REPORT

Teacher: \_\_\_\_\_  
Grade/Subject: \_\_\_\_\_  
Date/Time: \_\_\_\_\_

Observer: \_\_\_\_\_  
School: \_\_\_\_\_  
Duration of Visit: \_\_\_\_\_

Status: ☐ P1 ☐ P2 ☐ P3 / ☐ C1 ☐ C2 ☐ C3

FOCUS QUESTIONS:	LOOK and LISTEN FOR:
<b>What should students know and/or be able to do at the end of this lesson?</b> <i>(I-1, I-2, &amp; I-5)</i>	<input type="checkbox"/> Objective(s)/Essential Question(s) are posted in age-appropriate language <input type="checkbox"/> Teacher and/or students verbalize objective and/or essential question <input type="checkbox"/> Students can answer the following questions when asked: ✓ What are you learning? ✓ Why are you learning it? ✓ How are you going to use what you are learning? <input type="checkbox"/> Activities are explicitly connected to the day's objective <input type="checkbox"/> Other:
<b>Are frequent checks for understanding implemented throughout the lesson?</b> <i>(A-1, A-2, &amp; A-3)</i>	<input type="checkbox"/> Students are making comments, asking and answering questions, and/or participating in on-task discussion <input type="checkbox"/> Students are engaged in self-assessment activities <input type="checkbox"/> Teacher circulates to review student work <input type="checkbox"/> Teacher provides timely, specific, and clarifying feedback <input type="checkbox"/> Teacher asks probing questions <input type="checkbox"/> Other:
<b>How is the teacher tailoring his/her instruction to meet the needs of all learners?</b> <i>(I-3, I-4, I-5, E-1, &amp; E-2)</i>	<input type="checkbox"/> Teacher helps students link new learning to prior knowledge <input type="checkbox"/> Activities are learner-centered rather than teacher-focused <input type="checkbox"/> Students are working in a variety of groupings <input type="checkbox"/> Students are appropriately challenged and supported <input type="checkbox"/> High expectations for all students are evident <input type="checkbox"/> Teacher uses a variety of instructional strategies <input type="checkbox"/> Other:
<b>What literacy strategies are incorporated into the lesson?</b> <i>(I-4, I-5, &amp; A-1)</i>	<input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Direct Vocabulary Instruction <input type="checkbox"/> Interactive Read/Think Alouds <input type="checkbox"/> Other:
<b>Are students actively engaged in their learning?</b> <i>(I-3, I-4, I-5, A-1, A-3, E-1, E-3, &amp; E-4)</i>	Scanning Check #1: _____ students out of _____ Scanning Check #2: _____ students out of _____
Comments:	

Observer's Signature/Date \_\_\_\_\_

Copy provided to teacher ☐ Yes ☐ No